External Advert

Caring, enthusiastic people needed to support pupils with Severe Learning Difficulties.

Supply Teaching Assistants

Grade 15 - £13.27-£13.48 per hour (including holiday pay)

Core working hours when required 08:40-15:30 hrs term time only.
This post will involve being called to work at short notice.

We have CPD and Class Meetings each week and it would be very useful for you to stay for the additional training. Please see our schedule below

Monday: 08:40 – 15:30 hrs
Tuesday: 08:40 – 15:30 hrs or 16:15 hrs (with CPD)
Wednesday: 08:40 – 15:45 hrs (with Class Meeting)
Thursday: 08:40 – 15:30 hrs or 16:15 hrs (with CPD)
Friday: 08:40 – 15:30 hrs

For CPD you have the ability to choose to attend on a Tuesday or Thursday

Due to school expansion an excellent opportunity exists for enthusiastic Supply Teaching Assistants to join our 'outstanding' (OFSTED) school. The post holders will join a highly supportive community with a drive for ensuring a good life for all pupils now and in the future through personalised learning experiences. Becoming part of our community will mean embracing our ethos of valuing everyone's contributions and working collaboratively with all parties to ensure the very best provision for pupils. In addition, we offer a robust Continuing Professional Development programme throughout the year to promote excellent practice. An education standard equating to GCSE Grade C in English and Mathematics, a minimum A-C/Point 4 or equivalent is essential. A qualification relevant to supporting the learning process in schools would be desirable. A suitable qualification for this post would be NVQ2.

Fiveways School is committed to safeguarding and promoting the welfare of children. All applicants must be willing to undergo Child Protection screening and an enhanced DBS clearance. Due to KCSiE guidance, online checks will be carried out as part of our shortlisting process. **Please note Local Authority policy requires us to request all references (current and past employers) before interview.**

The school employs a rigorous "safeguarding" approach to recruitment.

Fiveways School strives to ensure that no employee or job applicant receives less favourable treatment than another on the grounds of age, disability, race, gender reassignment, marital or civil partnership, religion or belief, sexual orientation, sex or pregnancy and maternity.

Fiveways School
A Specialist School for 'Communication and Interaction'

Fiveways School adopts a rigorous approach and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Victoria Road, Yeovil Somerset BA21 5AZ **Headteacher: Mr Swavek Nowakiewicz**
Tel: 01935 476227 E-mail: office@fiveways.school Website: http://www.fivewaysschool.co.uk

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JOB DESCRIPTION

Job Title: Supply Teaching Assistant
Grade and Salary Range: Grade 15, £13.27-£13.48
Responsible To: Headteacher and appropriate Teacher

Purpose of the Job
This job description is directed towards a Teaching Assistant role within Fiveways (SLD) School. To assist the Headteacher and teachers in the development and implementation of a programme of work and in the provision of a stable, caring and supportive learning environment, which enables pupils to achieve their full learning potential and facilitates their social and moral development.

There is a special needs input to support pupils **presenting with Severe Learning Difficulties. Pupils may not be readily engaged** in activities. Support is both on a one-to-one basis and in groups, to pupils with **substantial** disability, learning difficulties or behavioural problems.

Main Responsibilities and Duties
Support the teaching and learning processes. Typically, the job will include all, or most of the following elements, under the **direction** of the teacher:

- Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs to ensure that support is given to them at an appropriate level.
- Learning support is delivered individually and in groups through a range of tasks, mainly:
  - Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions.
  - Focus support in areas needing improvement, both academic and social.
  - Work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning.
  - Motivate and encourage pupils to concentrate on and fulfil the tasks set.
  - Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.
  - Seek to ensure the promotion and reinforcement of pupils self-esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
  - Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.
  - Contribute to the implementation of the National, 16+ and/or Foundation Curriculum and specific individual pupil targets.

Assist the teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment. Typically, the job will include all, or most of the following elements:

- Upkeep of data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use IT systems for administration and educational purposes.
- Assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount and display pupils work.
- Assist in the preparation of educational visits and accompany pupils.
- To assist with the delivery of some activities that lie outside the normal school day (ie, camps, extended school day trips).

To provide care and supervision of pupils within the classroom, within the school and outside of the school. Typically, the job will include all, or most of the following elements:

- Supervise and support pupils using cloakrooms, showers and toilet facilities.
- To engage and encourage pupils during playtime activity and support them when entering and leaving using school transport.
- Escort pupils to school or parental transport, home or to hospital as necessary.
- Assist pupils eating, in a controlled environment. To carry out structured feeding programmes using a variety of specialist equipment involving pupils with special dietary requirements and/or tube feeding.
- Develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing for pupils' hygiene/medical and personal care needs, support and assistance to the pupil in respect of toileting. Some pupils may also need the emergency administration of specific medical procedures.
- To support and assist pupils with independent mobility programmes.

Additionally, under the overall direction of teaching staff. Typically, the job may include some or all of the following duties, depending on the needs of pupils:

- Where a current First Aid qualification is held, in the absence of other medical facilities:
  - Maintain First Aid equipment and materials, and dispense medicines in accordance with school policy.
  - Undertake First Aid.
- For some pupils to carry out specific medical procedures (when training has been provided) such as:
  - Catheterisation
  - Administration of anti-convulsant medication
  - Gastrostomy tube feeding
  - Suction pumping for congestion
  - Reflux conditions
- Under the direction of Health service professionals, undertake activities in support of occupational, physio and speech therapy.
- Under the instruction of teaching staff and, where appropriate, to assist in the development of Personalised Learning Goals for pupils with special education needs, complete assessments and contribute to the annual review process.
- To undertake a key worker role when required.
- Using a range of strategies promote inclusion of pupils with special education needs. This may involve taking pupils off site and supporting them in mainstream and FE settings.
- Monitor and support pupils engaged on work experience programmes as required.

There will also be an allocated 'Area of responsibility' for details of which are described below:

To undertake as directed by the Head and Teacher responsible, the following duties: **To be determined**

Supporting Processes. Problem Solving and Creativity.
On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. For example, a reward system appropriate to an individual pupil.

Use a variety of interpersonal techniques to establish and support relationships with pupils, parents and carers.

Additionally, creativity energy and innovation are needed to meet the special education and care needs of all pupils, such as those with substantial physical disability, substantial emotional difficulties, regular exhibitions of challenging behaviour including aggression.

Decision Making. The key aspect is that at this grade of post the Supply TA is working under 'DIRECTION'.

- Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

Physical Effort and Working Conditions. A special school environment, although the job holder may be involved in external school activities, such as horse riding, swimming and educational visits.

- Most of the working day is spent actively involved and physically engaged, with periods of crouching / bending to engage pupils in activities.
- Substantial physical support is required on a regular basis, to give pupils access to the full curriculum, in providing assistance to pupils with significant physical disability, and in some cases to those who challenge behaviourally.
- There may be a need to physically lift pupils, to facilitate learning as identified in the school curriculum (eg, music, PE) and to attend to safety or care needs. Risk assessments, detailing agreed manual handling good practice will be available for each pupil presenting a physical risk in these terms (the production of which is school priority). Until such a time when these are fully implemented the general advice received in training sessions should influence manual handling practice, supported by advice from the physiotherapist.

There are regular physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils who have psychological needs and/or physical disabilities.

Contacts and Relationships.

- Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.
- Contact with Health Service professionals to provide support for the pupils with known medical conditions.
- To report summarised information to parents on, for example, pupil progress. Such communications can be of a delicate nature depending on a pupil's particular needs.

Additional Information.
While the level of pupil needs will vary from time to time, the job holder will be predominately working with pupils **who are especially difficult to engage in activities, may present more frequent behavioural problems** and where the attention span presents greater challenges and a need for high levels of patience to attain pupils' individual targets.

Knowledge, Skills and Experience.

- Experience of working with children in an educational setting, preferably with experience in special educational needs.
- Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.
- Knowledge of pupils' individual targets and, where appropriate may require more specialised knowledge in specific areas.
- Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training eg, signing, to meet additional educational and communication needs.
- A willingness to attend courses as required enhancing the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.
- Knowledge of legislation and regulations applicable to the support and care of pupils.
- An education standard equating to GCSE Grade C in English and Mathematics, a minimum A-C/Point 4 or equivalent is essential. A qualification relevant to supporting the learning process in schools would be desirable. A suitable qualification for this post would be NVQ2.

It is vital that as part of Fiveways School's approach to safeguarding, governing bodies and proprietors create a culture that safeguards and promotes the welfare of children in our school. As part of this culture, it is important to adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools and colleges.

I agreed that the job description is a fair and accurate statement of the requirements of the job. I am committed to Fiveways safeguarding and promoting the welfare of children and young people and follow policies and procedures.

The job description, together with any agreed objectives, will normally provide the main criteria against which to evaluate a post holder's performance, through the schools Performance Management / Appraisal / TAPP (Teaching Assistant Progression Pathway)***** process. I understand that Fiveways School adopts a rigorous approach and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

***Delete as appropriate**

Job Holder (Signed): _____ Date _____

Headteacher (Signed): _____ Date _____

Swavek Nowakiewicz

	Essential criteria	Desirable criteria
Education/ Training	o A good quality of education is essential, [and evidence to support this eg. certificates] to ensure effective support of pupils' learning across the curriculum o GCSE English and Maths minimum A-C/Point 4 or equivalent	o Evidence of training within SEND.
Experience	o An interest in working with, or caring for children or young people or adults with SEND	o Experience of working with children/young people with special needs o Experience in a school environment o Working with pupils with SEMH needs
Knowledge	o Legal requirements for safeguarding and the promotion of the wellbeing of children o Awareness of equalities duties	o Awareness of specific needs for pupils with SLD, PMLD.
Skills	o Excellent interpersonal and communication skills for working in partnership with pupils, parents, colleagues and other professionals o To support the learning of individuals and groups of pupils, assessing and recording progress towards targets and learning outcomes across the curriculum o Positive behaviour management skills which also support pupils to develop positive strategies for managing their emotions effectively o To be willing to take instruction from the class lead o Contribute to the development of teaching and learning	o First Aid or a willingness to undertake training o Team Teach trained o Signalong trained

	strategies for pupils o Ability to meet pupil's physical and care needs, following training, in a way which maintains their dignity and ensures their physical well being	
Professional Attributes	o Solution focussed and flexible o A positive team member who is reliable, consistent and able to use their initiative o Emotional resilience and the ability to remain calm under pressure o Empathic towards the pupils, their families and the challenges they face o Passionate about enabling all pupils to overcome barriers to learning and achieve success in preparation for adulthood o Committed to professional development o High expectations of yourself and also your colleagues o Embrace the ethos of the school	o Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication and School's procedures and policies.